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ABSTRACT

Project CARIBE (Career Awareness in Bilingual Education) was a Title VII-funded project in its third year at two New York high schools, one in Brooklyn and one in Queens. The project supplemented municipally funded bilingual programs for limited-English-speaking Hispanic students by establishing a resource/computer center and conducting academic counseling, career education and career-related enrichment experiences, curriculum development activities, and parental involvement activities. During its third year, the program served 314 students of widely varying preparedness in the content areas and in native and English language proficiency. Project funds supported a central project director and a resource teacher and paraprofessional at each site. Staff development activities included conference and workshop attendance, on-site training sessions, and some university course attendance. Parent involvement consisted of parent advisory councils, trips and cultural festivals, and conferences on school-related topics. Quantitative analysis of student achievement data indicates that program objectives were not met in English language skills and content area achievement, and could not be measured in native language development. However, the program's attendance rate was significantly higher than the school-wide attendance rate. Recommendations for program improvement include reestablishment of parent English and Americanization classes, class organization, staff development, and modification of objectives. (MSE)

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PROJECT CARIBE

1986-1987

OEA Evaluation Report

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FL017793

O.E.A. Evaluation Section Report

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Grant Number: G00-842-5053

PROJECT CARIBE

1986-1987

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A SUMMARY OF THE REPORT

Project CARIBE (Career Awareness in Bilingual Education) was a Title VII-funded project in its third year of operation at Eastern District High School in Brooklyn and Far Rockaway High School in Queens. At both schools, the project supplemented municipally funded bilingual programs serving Spanish-speaking students of limited English proficiency (LEP). (These programs consisted of English as a second language (E.S.L.), native language arts (N.L.A.), content-area courses taught bilingually, and bilingual guidance counseling.) CARIBE established a resource/computer center and conducted academic counseling, career education and counseling, career-related enrichment experiences, curriculum development activities, and parental involvement activities at both Eastern District and Far Rockaway.

During the year under review, CARIBE served 314 LEP students of widely varying preparedness in the content areas and proficiency in English and Spanish. At Far Rockaway, 97 students were served for the entire academic year; three were served in the fall only; and 28 were served in the spring only. One hundred and twelve students were served for the entire academic year at Eastern District; 10 participated in the fall only; and 64 participated in the spring only.

Title VII funds supported a project director located at the New York City Board of Education's Division of High Schools Bilingual/E.S.L. Unit, and a resource teacher and paraprofessional at each site. Because of budgetary cutbacks, the position of coordinator was eliminated for 1986-87.

At both sites, project-funded computers were available at the resource center for tutorial purposes. Tutoring and other project services, such as academic counseling and college and career orientation, were provided during students' lunch hours or free periods. Since CARIBE students were distributed among a large number of official classes, it was difficult for the resource teacher to organize project-wide meetings and activities. Eastern District had only one municipally funded bilingual guidance counselor for the school's large enrollment of Hispanic mainstream as well as CARIBE students.

Staff development activities at both sites included attendance at conferences and workshops on bilingual education and on-site training sessions on a variety of topics. Members of the bilingual program staff at Eastern District enrolled in relevant college and university courses, but none of Far Rockaway's bilingual-program faculty members enrolled in such courses.

At both sites, to involve parents in the educational process, Project CARIBE established parent advisory councils, organized trips and cultural festivals, and held conferences on

such topics as high school graduation requirements and college study opportunities. Although E.S.L./Americanization classes for parents had been held at Eastern District in 1985-86 and last year's evaluation report recommended holding them at Far Rockaway as well as Eastern District, these classes were not held at either site in 1986-87. In addition, since no data were provided on the involvement of mainstream parents in school activities, it was not possible to compare mainstream and project parents' levels of involvement in school activities, as had been proposed.

Program objectives were assessed in English language development (Criterion Referenced English Syntax Test [CREST]); mastery of the native language (teacher-made tests); and mathematics, science, social studies, and business/vocational subjects (teacher-made tests). Quantitative analysis of student achievement data indicates that:

- Although an average of more than one CREST skill was mastered per month of instruction each semester, the objective was not met because this average was achieved by only 60 percent of the program's students rather than the 75 percent that had been proposed.

- The project's objective in the area of native language arts could not be assesed as proposed because the necessary data were lacking; however, the percentage of program students who passed these courses with a grade of 65 percent or more was 91 percent in the fall and 97 percent in the spring.

- Program students did not meet the proposed objective that 75 percent of the project's students would pass mathematics, science, social studies, and business/vocational courses with grades of 75 percent or better; however, this criterion is 10 percentage points more than that usually set for passing high school courses. Had the program used a 65 percent passing criterion, the objective would have been surpassed in all four subject areas.

- The program's attendance rate was significantly higher than the school-wide attendance rate, thus meeting the objective in this area.

No data were provided to assess the objectives proposed in the areas of students' cultural awareness, students' attitudes toward school, and staff awareness of pupil needs and problems.

The following recommendations are offered to improve the program:

- Establish or reestablish E.S.L./Americanization classes

for parents at both sites.

- Organize official classes exclusively for CARIBE students.
- Encourage bilingual program staff members at Far Rockaway to enroll in relevant college and university courses.
- Either obtain the data needed to evaluate an objective or, if data are unobtainable, modify or eliminate the objective.

ACKNOWLEDGEMENTS

The production of this report, as of all Office of Educational Assessment Bilingual Education Evaluation Unit reports, is the result of a cooperative effort of regular staff and consultants. In addition to those whose names appear on the cover, Arthur Lopatin has edited the manuscripts. Margaret Scorza has reviewed and corrected reports, and has coordinated the editing and production process. Shelley Fischer and Martin Kohli have spent many hours, creating, correcting, and maintaining data files. Maria Grazia Asselle, Rosalyn Alvarez, Donna Plotkin, and Milton Vickerman have interpreted student achievement and integrated their findings into reports. Finally, Betty Morales has worked intensively to produce, duplicate, and disseminate the completed documents. Without their able and faithful participation, the unit could not have handled such a large volume of work and still have produced quality evaluation reports.

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PROJECT CARIBE

(Career Awareness Program in Bilingual Education)

Central Office:	1171 65th Street Brooklyn, New York 11219
Participating Sites:	Eastern District High School 850 Grand Street Brooklyn, New York 11211 Far Rockaway High School 821 Bay 25th Street Queens, New York 11691
Year of Operation:	1986-1987, Third Year of Title VII Funding
Target Language:	Spanish
Number of Students Served:	314
Project Director:	Angelo Gatto

I. INTRODUCTION

During the year under review, Project CARIBE served 314 students at two high schools: 186 at Eastern District, in Brooklyn, and 128 at Far Rockaway, in Queens. At both schools, the project supplemented a municipally funded program that consisted of English as a second language (E.S.L.), native language arts (N.L.A.), and content-area subjects taught bilingually. In addition to establishing a resource/computer center at each school, CARIBE conducted academic counseling, career education and counseling, career-related enrichment experiences, curriculum development services, and parental involvement activities.

The two schools were chosen as sites for the project because each had a large population of Hispanic students who needed the

kind of support services Title VII funds provide. Eastern District serves an overwhelmingly Hispanic community. Of its 3,618 students, 74 percent were Hispanic. Sixty-six percent of Eastern District's students were eligible for the federally funded free-lunch program. The school has had a tax-levy bilingual program for 16 years.

Far Rockaway serves an overwhelmingly black and Hispanic population. Of the school's 2,423 students, 24 percent were Hispanic and 23 percent were eligible for free lunch. A tax-levy bilingual program had been operating at this site for several years.

The Title VII staff was to have included a coordinator and a director at a central office, and a resource teacher and paraprofessional at each school. However, lack of funds necessitated the elimination of the coordinator's position in 1986-87. The project director supervised the Title VII staff, and planned and conducted staff-training activities. He monitored the Title VII staff via site visits, telephone calls, and monthly progress reports. In addition, staff members were required to maintain daily activity logs, which were periodically inspected.

In addition to running the resource centers, the resource teachers and paraprofessionals provided academic and career counseling to project students, served as liaison between school and parents, assisted the project director in developing curricular materials, prepared materials for the project's

parent-training component, advised classroom teachers on curriculum development and instructional methodologies, and provided classroom teachers with curricular materials and/or the funds to purchase them. The day-to-day activities of the resource teacher and paraprofessional at each site were supervised by the assistant principal (A.P.) in charge of the foreign languages/E.S.L. department.

In addition to the CARIBE staff, 20 municipally funded teachers at Eastern District and 10 municipally funded teachers at Far Rockaway served project students. All were licensed in their areas; those at Eastern District had an average of nine years' experience, and those at Far Rockaway had an average of 10 years' experience.

II. PROGRAM DESCRIPTION

EASTERN DISTRICT

Both the resource teacher and the paraprofessional at Eastern District had been with the project since September 1985. Since she had been a grade advisor at the school for five years prior to joining CARIBE, the resource teacher was thoroughly familiar with the school's administration, teachers, and many students. In addition, because she had 12 years' teaching experience, she was thoroughly acquainted with students' academic and personal needs.

CARIBE's resource room at Eastern District was fully operational, with target students identified and a schedule of project services arranged, usually during students' lunch and free periods. The project maintained a file on every student at the resource room. The file included information on their academic achievement, work experience, hobbies, career interests, and a photograph.

According to the resource teacher, the resource center was a friendly place where students came to get career guidance and discuss academic and personal problems. New CARIBE students attended small orientation sessions in the resource room to learn about the special services the project provided. Students also were familiarized with career-information materials, such as the U.S. Labor Department's Occupational Outlook Handbook.

Career-related trips and other extracurricular activities were important aspects of CARIBE at Eastern District. CARIBE

held 12 career-related trips during the year under review. The project also conducted three career counseling sessions during regular school hours.

The CARIBE resource teacher at Eastern District said that the school administration and mainstream teachers initially had been skeptical of CARIBE, but after she distributed an explanatory leaflet and faculty members saw the program in operation they began to appreciate the project. The resource teacher also said she believed the project's chief strength was the sense of camaraderie it engendered among students.

She felt the program's goal of mainstreaming students as quickly as possible had sometimes led to difficulties, but pointed out that the school administration changed the programs of mainstreamed students if they encountered problems with English. Such students also had access to a tutoring program.

According to the resource teacher, their school had only one bilingual counselor, who worked with both program and mainstreamed students. Although she was very dedicated, and her efforts were supplemented by those of two monolingual grade advisors, the resource teacher felt that an additional full-time bilingual guidance counselor was needed to adequately serve both project and mainstreamed students.

Finally, the resource teacher pointed out that the dispersal of project students among 20-25 official (homeroom) classes made it impossible for her to address all CARIBE students as a group. To contact project students, the resource teacher had to send

announcements to all the official-class teachers and hold meetings during students' lunchtime periods. The resource teacher's request that the school administration reprogram CARIBE students into one or two official classes was refused with the explanation that too many special classifications were in existence at the school already.

FAR ROCKAWAY

At Far Rockaway, the resource teacher had been hired in September 1986. Although new to her job, she initiated a number of activities, most notably a voluntary peer-tutoring program that brought mainstream and program students together for language and content-area tutoring three hours per day. The resource teacher said she organized the program during the first two weeks of each term by contacting mainstream and program students who needed tutoring and arranging for them to meet during their free periods.

A member of the evaluation team visited the resource center during one such tutoring session. The resource teacher had arranged for the students' lunch to be delivered to the resource center to maximize tutoring time. The students ate their lunch quickly or worked while they ate. While the students helped each other by reviewing homework and performing basic reading drills, a paraprofessional moved from table to table offering assistance wherever needed. Two or three students also operated educational programs and games at two computers which Title VII had funded. The resource teacher supervised the entire session.

In addition to organizing and supervising tutoring sessions, the Far Rockaway resource teacher taught two Spanish classes and was responsible for the project's parental involvement activities. The latter included open school night, when she met with parents before they met with their children's classroom teachers and provided them with student translators whenever needed. According to the resource teacher, she had mailed 100 letters of invitation for this activity, and approximately 15 parents attended. The resource teacher had also sent questionnaires to parents to assess their interest in taking E.S.L. classes. But she told a member of the evaluation team that the response had been meager and she did not anticipate organizing such classes in the near future.

The A.P. who supervised the two CARIBE staff members at Far Rockaway was committed to bilingual education and supported the concept of teaching English while maintaining the students' home language. Because she had an excellent working relationship with her principal, she was confident of the program's future. The A.P. actively participated in the process of bilingual student placement. She said that before she had taken charge of the program and the new resource teacher was hired, non-English-speaking students were not always identified or served properly. She said she had an excellent relationship with the resource teacher.

The A.P. noted that CARIBE students had been paired with mainstream students studying Spanish and the mainstream students

helped project students become acclimated to their new school environment, while the project students helped mainstream students with Spanish. CARIBE offered project students workshops on topics like immigration and also made referrals to social service agencies.

III. STUDENT CHARACTERISTICS

Criteria for participation in CARIBE included:

-- scoring below the twenty-first percentile on the English version of the Language Assessment Battery (LAB);

-- being a potential drop-out;

-- being a member of a low-income family; and

-- having an interest in developing job-related skills.

During the year under review CARIBE served a total of 314 students, of whom 222 were present in the fall and 301 were present in the spring, i.e., 209 students were enrolled both semesters, 13 were enrolled in the fall only, and 92 entered the program in the spring. Data also were received for 42 students who had been enrolled in the program during the previous spring but left prior to September 1986: 37 graduated, 2 transferred to another school, and 3 left for unknown reasons. Throughout the academic year, 57 students left the program for reasons such as graduation, mainstreaming, and transfer. (See Table 1.)

Data on time in the program were available for 299 of the 301 students present in the program during the spring. Of these students, 159 (53 percent) had been enrolled for one year, 105 (35 percent) had been enrolled for two years, 22 (6 percent) had been enrolled for three years, and 13 (4 percent) had been enrolled for three years and had participated in a previous bilingual program.

TABLE 1

Number of Students Leaving the Program

Reason For Leaving	Left By January 1987	Left By June 1987	Percent of Total
Mainstreamed	0	4	7.0
Transferred	3	11	24.6
Left U.S.	1	2	5.3
Graduated	8	17	43.8
Employment	0	3	5.3
Family Problem	0	1	1.7
Other Reasons	1	6	12.3
TOTAL	13	44	100.0

- Fifty-seven students left the program during the academic year.
- Forty-four percent of the students graduated and 25 percent transferred to other schools or programs.

Ninety-nine percent of the students were native Spanish speakers. Many had been born in the Dominican Republic, El Salvador, and Puerto Rico. (See Table 2.)

Females slightly outnumbered males in all grades (56 percent to 44 percent).

Table 3 presents program students by age and grade. Of the 297 students for whom data were provided, 31 percent were in grade nine, 27 percent were in grade ten, 20 percent were in grade eleven, and 22 percent were in grade twelve. Forty-eight percent of Project CARIBE students were overage for their grade placement. Grade nine had the highest percentage of overage students (56 percent) and grade twelve the lowest (42 percent). Eastern District had a higher percentage of overage students than Far Rockaway (54 percent to 40 percent).

Despite the high percentage of overage students, the data presented in Table 4 suggest that students generally had the appropriate number of years of education for their current grade level. Students' mean years of education in the native country ranged from 7.5 for ninth graders to 8.7 for twelfth graders. Their mean years of education in the United States ranged from 1.3 for ninth graders to 3.1 for twelfth graders. However, an examination by site (see Appendix A) reveals that 17 percent of the ninth graders at Far Rockaway had fewer than eight years of education; these students apparently had been placed in this grade on the basis of age, not academic preparation.

TABLE 2

Number and Percent of Program Students by Country of Birth

Country of Birth	Number	Percent
Puerto Rico	54	17.9
Dominican Republic	85	28.1
Haiti	1	0.3
Mexico	9	3.0
Honduras	12	4.0
Guatemala	22	7.3
El Salvador	59	19.5
Nicaragua	13	4.3
Panama	3	1.0
Colombia	8	2.6
Ecuador	21	7.0
Peru	3	1.0
Chile	1	0.3
Venezuela	1	0.3
Central and South America (Country unspecified)	8	2.6
U.S.A.	2	0.7
TOTAL	302*	100.0

*Data were missing for 12 students.

- The largest percentages of students were born in the Dominican Republic (28.1 percent) and El Salvador (19.5 percent).

TABLE 3

Number of Program Students by Age* and Grade

Age	Grade 9	Grade 10	Grade 11	Grade 12	Total
13	1	0	0	0	1
14	14	1	0	0	15
15	31	9	1	0	41
16	22	32	7	1	62
17	13	19	21	12	66
18	4	12	16	25	58
19	5	5	11	15	36
20	2	2	3	9	16
21	0	0	1	3	4
TOTAL	92	80	60	65	297*

Overage Students	Grade 9	Grade 10	Grade 11	Grade 12	Total
Program-Wide					
Number	46	38	31	27	142
Percent	56.1	47.5	51.7	41.5	47.8
Eastern District					
Number	18	26	26	22	92
Percent	66.6	50.9	65.0	41.5	53.8
Far Rockaway					
Number	28	12	5	5	50
Percent	43.0	41.3	25.0	42.0	40.0

Note. Numbers in bold area reflect expected age range for grade.

*Age on June 30, 1987.
**Data were missing for 17 students.

- Forty-eight percent of the students were overage for their grade placement.
- Eastern District had a higher percentage of overage students than Far Rockaway (54 percent to 40 percent).

TABLE 4

Students' Years of Education by Grade

	Total Years of Education							Years Education Native Country		Years Education United States	
Grade	<8	9	10	11	12	>12	Total	Mean	S.D.	Mean	S.D.
9	9	58	8	3	2	0	80	7.5	1.3	1.3	0.7
10	0	1	74	4	0	0	79	8.0	0.7	1.9	0.5
11	1	0	2	48	0	1	52	8.5	1.0	2.5	0.7
12	0	0	1	14	45	4	64	8.7	1.7	3.1	1.6
TOTAL	10	59	86	69	48	5	275*	8.1	1.3	2.1	1.2

*Data were missing for 39 students.

- Program students' mean years of education in their native country ranged from 7.5 (s.d.=1.3) for grade nine to 8.7 (s.d.=1.7) for grade twelve.
- The mean years of education in the United States ranged from 1.3 (s.d.=0.7) for grade nine to 3.1 (s.d.=1.6) for grade twelve.

IV. FINDINGS

The evaluation findings for the 1986-87 academic year are based on test results, an examination of program materials and records, site visits, and interviews with project and school personnel. The findings are presented by the third-year objectives that were proposed to and accepted by the Office of Bilingual Education and Minority Languages Affairs, United States Department of Education.

ENGLISH AS A SECOND LANGUAGE

-- As a result of participating in the program, 75 percent of the students will demonstrate an appropriate increase in English language proficiency.

Eastern District had ten full-time E.S.L. teachers who taught beginning through advanced levels, plus English reading. All CARIBE students were part of the school's bilingual program and studied E.S.L.

At Far Rockaway, two licensed full-time E.S.L. teachers taught a total of eight E.S.L. classes. In addition to beginning through advanced and transitional levels, one class of English for the foreign born was offered to newly arrived students.

A member of the evaluation team observed an intermediate and an advanced E.S.L. class at Eastern District. The objective of the advanced class was to learn to form the present and past progressive tenses. Seventeen students attended. Although the teacher's native language was English, she occasionally used Spanish to explain a point.

When a member of the evaluation team entered the classroom the teacher was clarifying the difference between nouns and verbs by having students write several nouns and verbs on the chalkboard and explaining the meaning and use of each word. She then turned to the present and past progressive tenses, using metaphors to explain their meanings. The classroom atmosphere was warm and friendly, and the students answered the teacher's questions eagerly. When a member of the evaluation team visited the intermediate E.S.L. class, the teacher was previewing the next day's homework assignment through a series of repetition drills. She then had the students repeat the day's date and write it at the top of a sheet of paper, which they proceeded to use to work on a written assignment.

Student Achievement in E.S.L.

The assessment instrument used to evaluate the objective in this area was the Criterion Referenced English Syntax Test.* The CREST was administered at the beginning and the end of each semester. A mastery score to indicate gains was computed for

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*The Criterion Referenced English Syntax Test (CREST) was developed by the Board of Education of the City of New York to measure mastery of instructional objectives of the E.S.L. curricula, and thus was constructed to maximize content validity. The test contains four items per curricular objective, and mastery of an objective is achieved when three of these items are answered correctly. The test measures mastery of 25 objectives at Levels 1 and 2, 15 objectives at Level 3. The Kuder-Richardson Reliability Estimates for pretest and posttest administrations of the three levels of the CREST are:

Level 1 -- pretest (.91/posttest (.96)
Level 2 -- pretest (.94/posttest (.95)
Level 3 -- pretest (.91/posttest (.91).

each student by calculating the difference between pretest and posttest. The number of months of instruction between testings was computed for each student by multiplying the number of months between testings by the student's attendance rate. The number of skills mastered per month was calculated by dividing the mean mastery by the mean number of months of instruction between testings.

Table 5 presents the aggregate test results by semester for program students who were pretested and posttested at the same CREST level. (See Appendix B for the CREST results by site.) Of the students reported to be taking E.S.L. classes, complete data (pretest, posttest, and level) were available for 42 percent in the fall and 67 percent in the spring.

The program objective calls for an "appropriate" increase in English-language proficiency. Because Chapter I programs consider an average of one CREST skill mastered per month as an appropriate level of achievement, this was the criterion used to measure the achievement of the program objective. On the average, program students mastered more than one CREST skill per month of instruction each semester. However, the objective called for 75 percent of the students making appropriate gains, and this level of achievement was reached by only 60 percent of the students, thus the objective was not met.

TABLE 5

Results of the Criterion Referenced English Syntax Test

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY* Mean	MASTERY* S.D.	Mean Mastery Per Month
				FALL				
1	27	7.1	5.1	11.8	7.0	4.7	3.5	1.3
2	28	11.1	5.6	16.5	6.1	5.4	3.2	1.5
3	7	9.0	3.3	13.7	2.6	4.7	3.1	1.2
TOTAL	62	9.1	5.5	14.2	6.5	5.0	3.3	1.4
				SPRING				
1	32	9.0	5.6	14.9	6.8	6.0	3.4	3.3
2	71	14.2	5.9	17.7	5.6	3.5	2.2	0.7
3	23	7.9	4.2	9.2	4.5	1.3	1.1	0.4
TOTAL	126	11.7	6.2	15.5	6.5	3.7	2.8	1.3

*Posttest minus pretest.

•Program students mastered an average of more than one CREST skill per semester during the fall and spring.

NATIVE LANGUAGE ARTS

-- As a result of participating in the program, 75 percent of the students will demonstrate a significant increase in Spanish language achievement, as measured by students' scores on the Interamerican Series, La Prueba de Lectura.

The native language arts (N.L.A.) objective at both Eastern District and Far Rockaway High Schools was implemented by a Spanish-language instructional program consisting of beginning through advanced levels of instruction. Some of these classes also were designed to fulfill the foreign language requirement for graduation, and they prepared all the students for the New York State Regents examination. Eastern District offered two additional classes designed specifically for native speakers of Spanish. These classes included students from the mainstream as well as program students. Four licensed teachers taught native language arts at Eastern District; two teachers, also licensed, taught native language arts at Far Rockaway.

A member of the evaluation team observed a native language arts class that included mainstream and bilingual program students. The objective of the class was to explain the Spanish colonial system in America during the seventeenth and eighteenth centuries. The teacher distributed a set of eight questions based on the previous day's textbook reading assignment. The questions focused on the differences between the British and Spanish colonial systems and touched upon the role of religion in the colonization process. The teacher asked the students to answer each question and then elaborated on their answers one by one. He also reviewed important vocabulary terms. The teacher used

Spanish throughout. Overall, the class was attentive, and the level of student participation high.

Student Achievement in Native Language Arts

The data needed to assess the objective as stated were not provided. However, data were available on N.L.A. passing rates. They showed high passing rates at both schools both semesters. The average passing rates were 96 percent at Eastern District and 91 percent at Far Rockaway.

CONTENT-AREA SUBJECTS

-- As a result of participation in the program, 75 percent of the students will achieve a passing grade of 75 percent or better in the areas of mathematics, science, social studies, business, health, careers, and computer science.

At Eastern District, 12 teachers were assigned to teach bilingual classes in math, and computer-assisted math, science, social studies, bilingual keyboarding and word processing, and Spanish stenography. At Far Rockaway, one bilingual social studies, one bilingual science, and one bilingual math teacher taught a total of 18 classes. No business or other specialized bilingual courses were offered at this site.

A member of the evaluation team observed a bilingual world history class at Eastern District. The class was conducted entirely in Spanish. The subject was economic conditions during the feudal era. In teaching the day's lesson the instructor lectured, explained, and asked questions based on the lecture and assigned readings. The students were very attentive and asked

questions often.

A biology class was also observed. The lesson was a review for the upcoming Regents examination. The teacher read questions from an English workbook, translated them into Spanish, and called on the students to answer each one. The teacher then pointed out incorrect answers and wrote the correct ones on the board. Neither teacher nor students elaborated on any answers and the level of interest appeared low.

Student Achievement in Content-Area Subjects

Table 6 presents passing rates for program students enrolled in mathematics, science, social studies, and business/vocational courses. A weighted average for the year also was computed. (See Appendix C for the passing rates at each school.) The objective of 75 percent of the students achieving 75 percent passing rates in content-area subjects was not met. However, the proposed criterion for passing was higher than the 65 percent normally set for passing high school courses. Had the project set the passing grade at 65 percent, its objective of 75 percent of the students passing would have been surpassed in science, social studies, and business/vocational subjects, and would almost have been met in mathematics.

TABLE 6

Passing Rates in Content-Area Courses

Course	FALL Number of Students	FALL Percent Passing with 75%	SPRING Number of Students	SPRING Percent Passing with 75%	Overall Passing With 75%	Overall Passing With 65%
Mathematics	141	41.8	211	37.4	39.1	71.6
Science	129	40.3	181	42.5	41.5	76.7
Social Studies	175	50.3	237	52.3	51.4	82.2
Business/ Vocational	52	71.2	95	50.5	57.8	85.7
Overall Passing Rate per Semester		47.4		45.2	46.1	78.2

- Overall, the objective of 75 percent of the students achieving a 75 percent passing grade was achieved. However, had the program set the passing grade at 65 percent, the 75 percent passing objective would have been met in science, social studies, and business/vocational courses.

CULTURAL AWARENESS

-- Seventy-five percent of the students will demonstrate an improvement in attitude toward their Spanish cultural heritage, as indicated by the results on an appropriate Language Cultural Heritage Attitude Scale.

No data were provided to assess the proposed objective in this area.

ATTENDANCE

-- As a result of participation in the program, the attendance rate of project students will be 10 to 15 percent greater than that of mainstream students.

Since the school's attendance rate includes program students, statistical significance of the difference between program and school attendance was determined through the application of a z-test for the significance of a proportion.* This procedure tests whether the difference between one proportion (the program attendance) and a standard proportion (the school attendance) is greater than can be expected by chance variation.

Program and schoolwide attendance rates are presented in Table 7. At Eastern District, the attendance rate of program students was 92.4 percent, 10.6 percentage points higher than the school-wide rate. At Far Rockaway, the program attendance rate was 85.8 percent, 10.8 percentage points higher than the schoolwide rate. Results were statistically significant. Thus, the objective was met.

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*Bruning, J.L., and Kintz, B.L., Computational Handbook of Statistics, (Glenview, Illinois: Scott, Foresman and Company, 1968).

TABLE 7

Difference Between Program and School Attendance Rates

	Total # of Program Students	Program/Site Attendance	Schoolwide Attendance	Z-test
Program	261	88.5	--	
Eastern District	135	92.4	71.8	5.3*
Far Rockaway	126	85.8	75.0	2.8*

*Statistically significant at .01 level.

- At both sites, the attendance rates of program students were significantly higher than those of mainstream students. Thus, the objective was met.

STAFF DEVELOPMENT

-- As a result of participation in the program, staff will demonstrate professional growth. Ninety percent of the staff taking courses will complete the coursework.

-- Staff members will demonstrate an increased awareness of pupil needs and problems. Seventy-five percent will improve at least one scale unit on a five-point scale.

Bilingual program staff members at Eastern District completed a total of 14 credits of coursework at Brooklyn College, CUNY, the New School for Social Research, and Queens College. The subjects studied were language, education, psychology, art, and sociology. Far Rockaway reported no staff members enrolled in university courses. Thus, the objective in this area was met only at Eastern District.

Weekly meetings were held by the bilingual/E.S.L. departmental chairpersons at both Eastern District and Far Rockaway. Staff members at Eastern District also attended two in-school workshops on E.S.L. lesson planning and teaching methodology. Far Rockaway held a number of in-school staff development activities, including workshops on visual aids, the use of the computer in the classroom, and language teaching strategies. Staff members also attended workshops at York College on computer use and on crack.

Data were not provided on the five-point scale that was to have been used to assess changes in staff members' awareness of pupil needs and problems. Therefore, this part of the staff development objective could not be assessed.

PARENTAL INVOLVEMENT

-- As a result of the program, the parents of CARIBE students will demonstrate more parental involvement than parents of mainstream students.

At Far Rockaway, Project CARIBE organized a Parent Advisory Council that was reported to have met five times. Eastern District organized several trips and cultural festivals and held monthly conferences on such topics as high school graduation requirements and opportunities for college study. Eastern District also offered E.S.L./Americanization classes in 1985-86. These classes were to be incorporated into the parental activities plan at both sites for 1986-87; however, after a survey indicated a low level of parental interest, these classes were not provided at either site.

ATTITUDE AND AWARENESS

-- As a result of participation in the program, students will demonstrate improvement in their attitude toward school. Seventy-five percent of the participating students will improve at least one scale unit on a five-point scale.

-- As a result of participation in the program, students will demonstrate improvement in their career awareness. Seventy-five percent of the participating students will improve at least one scale unit on a five-point scale.

Since the results of the five-point attitude/awareness scales were not provided, the objectives in this area could not be assessed.

Both sites published newsletters -- El Camino Real at Eastern District, and La Luz at Far Rockaway. Both contained poetry and essays written in Spanish by CARIBE students.

The resource rooms at both sites were used for tutorials and career guidance. A member of the evaluation team observed a slide presentation at Eastern District on careers in advertising, which was conducted during students' lunchtime. Although only three students attended, the resource teacher indicated that students' lunchtime seemed to offer the best opportunity to gather a number of students together. The slides used were outdated and the resource teacher had to spend a great deal of time providing up-to-date information on such matters as salary and working conditions.

V. CONCLUSIONS AND RECOMMENDATIONS

Project CARIBE complemented well-established municipally funded bilingual programs at Eastern District and Far Rockaway High Schools. The project was fully supported by the administrations of both schools, and the foreign language/E.S.L. A.P.s had fruitful working relationships with the CARIBE resource teachers, whom they supervised day to day. The resource rooms -- a key element of the project -- were fully operational at both sites. Overall, classroom teachers were well prepared and well organized.

The project did not meet its objectives in E.S.L. and the content areas because the program's objectives were poorly formulated and considerably more stringent than those usually proposed for Title VII programs. Test data to assess the N.L.A. objective as proposed were not provided; however, over 90 percent of the students passed their N.L.A. courses in the fall and the spring. No data were provided to assess the objective proposed in the areas of students' cultural awareness, students' attitudes toward school, and staff awareness of pupil needs and problems.

The evaluation team noted the following areas in which improvements in program functioning might be made:

Although Project CARIBE staff members reported a variety of activities to involve parents in the educational process, E.S.L./Americanization classes for parents were not held at either site, despite the fact that such classes had been a success at Eastern District in 1985-86 and were part of both sites' parental

involvement plans for 1986-87. Therefore, it is recommended that the project first inform parents about the benefits of such classes and schedule them at both sites.

Since early mainstreaming was reported to have been a problem at Eastern District, it is recommended that the mainstreaming process for program students at this site be monitored through appropriate evaluation and testing.

Only one bilingual guidance counselor was available to serve both project and mainstreamed students at Eastern District. This was too heavy a load for one person. If resources permit, an additional bilingual guidance counselor should be hired.

The data necessary to evaluate every objective should be collected. If this is not possible the objective should be modified or eliminated.

The E.S.L., N.L.A., and content-area objectives should be more realistic. The project director is therefore urged to meet with the manager of the Bilingual Education Evaluation Unit to reformulate the objectives.

VI. APPENDICES

APPENDIX A.1

Students' Years of Education by Grade

Eastern District High School

	Total Years of Education							Years Education Native Country		Years Education United States	
Grade	<8	9	10	11	12	>12	Total	Mean	S.D.	Mean	S.D.
9	0	21	5	2	0	0	28	8.0	.46	1.25	.44
10	0	0	48	4	0	0	52	8.1	.37	1.9	.39
11	1	0	1	36	0	1	39	8.2	1.0	2.6	.62
12	0	0	1	12	38	3	54	8.5	1.7	3.2	1.7
TOTAL	1	21	55	54	38	4	174*	8.2	1.1	2.4	1.2

*Data were missing for 13 students.

APPENDIX A.2

Students' Years of Education by Grade

Far Rockaway High School

	Total Years of Education							Years Education Native Country		Years Education United States	
Grade	<8	9	10	11	12	>12	Total	Mean	S.D.	Mean	S.D.
9	9	37	3	1	2	0	52	7.2	1.6	1.2	.74
10	0	1	26	0	0	0	27	8.0	1.0	1.7	.52
11	0	0	1	12	0	0	13	9.1	.66	1.9	.49
12	0	0	0	2	7	1	10	9.5	1.7	2.4	.96
TOTAL	9	38	30	15	9	1	102*	7.9	1.5	1.59	.77

*Data were missing for 26 students.

APPENDIX B.1

Results of the Criterion Referenced English Syntax Test

Eastern District High School

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY* Mean	MASTERY* S.D.	Mean Mastery Per Month
				FALL				
1	9	11.8	4.4	17.9	4.1	6.1	3.9	1.7
2	18	13.2	5.5	18.4	4.8	5.2	3.0	1.4
3	5	10.0	3.3	14.6	0.5	4.6	3.5	1.3
TOTAL	32	12.3	4.9	17.7	4.4	5.4	3.2	1.5
				SPRING				
1	14	12.8	5.2	18.0	4.6	5.1	2.7	2.2
2	45	16.9	4.3	20.4	3.8	3.5	2.1	0.6
3	14	9.6	2.3	11.0	2.6	1.5	1.1	0.5
TOTAL	73	14.7	5.1	18.1	5.2	3.4	2.4	1.2

*Posttest minus pretest.

- On the average students mastered more than one CREST skill both semesters.

APPENDIX B.2

Results of the Criterion Referenced English Syntax Test

Far Rockaway High School

Test Level	Number of Students	PRETEST Mean	PRETEST S.D.	POSTTEST Mean	POSTTEST S.D.	MASTERY Mean	MASTERY S.D.	Mean Mastery Per Month
				FALL				
1	18	4.8	3.6	8.8	6.1	4.0	3.2	0.5
2	10	7.4	3.7	13.0	6.7	5.6	3.9	2.1
3	2	6.5	2.1	11.5	4.9	5.0	2.8	1.3
TOTAL	30	5.8	3.7	10.4	6.4	4.6	3.4	1.1
				SPRING				
1	18	6.1	4.0	12.6	7.5	6.4	3.8	3.8
2	26	9.6	5.6	13.2	5.2	3.6	2.4	1.0
3	9	5.2	5.2	6.2	5.3	1.0	1.2	0.4
TOTAL	53	7.7	5.3	11.8	6.5	4.1	3.4	0.7

*Posttest minus pretest.

- Overall, students mastered one CREST skill per month of instruction in the fall.
- In the spring, program students tested at Levels 1 and 2 mastered one CREST skill per month.

APPENDIX C

Passing Rates in Content-Area Courses by Site

Course	FALL Number of Students	FALL Percent Passing with 75%	SPRING Number of Students	SPRING Percent Passing with 75%	Overall Passing With 75%	Overall Passing With 65%
EASTERN DISTRICT						
Mathematics	55	43.6	108	49.1	47.2	79.1
Science	43	23.3	87	37.9	33.0	83.8
Social Studies	83	45.8	125	58.4	53.3	84.6
Business/Voc.	8	75.0	14	64.3	68.1	90.6
Overall		41.2		50.3	47.0	83.8
FAR ROCKAWAY						
Mathematics	86	40.7	103	25.2	32.2	65.0
Science	86	48.8	94	46.8	47.7	71.6
Social Studies	92	54.3	112	45.4	49.4	79.9
Business/Voc.	20	60.0	41	41.5	47.5	78.6
Overall		48.9		39.4	43.6	73.0

- Except in business/vocational subjects at Eastern District in the fall, 75 percent of the students did not achieve a 75 percent passing grade in any subject either semester.

- Had both schools used the 65 percent grade normally set as passing for high school courses, the objective would have been met in all subjects at Eastern District and in social studies and business/vocational subjects at Far Rockaway.